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AUTHOR Footman, Gordon; And Others
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ABSTRACT

In April 1976, 95 educational program evaluators were asked the question, "What do you think will be the relationship between the new collective bargaining law (SB160) and the operation and evaluation of A-127 (state and federally funded) education programs?" Working in small groups, participants accomplished the following: (1) They estimated the amounts and kinds of impact fourteen "Postulated Teachers' Union Requests" would have on the operation and evaluation of A-127 programs; and (2) They produced, through brainstorming sessions, a list of "Ways Program Evaluators Could Positively Impact Negotiations" and a list of "Points to Consider in Preparing for Collective Bargaining." The results of the participants' work is presented in three tables along with supplemental information. (Author/IRT)

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WHAT WILL BE THE IMPACT OF COLLECTIVE BARGAINING ON THE EVALUATION OF CALIFORNIA STATE OR FEDERALLY FUNDED PROGRAMS?

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

Dr. Gordon Footman
Director

Dr. Warren Newman
Assistant Director

and

Dr. Donald Kester
Consultant

Division of Program Evaluation, Research, and Pupil Services
Office of the Los Angeles County Superintendent of Schools

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INTRODUCTION

In April 1976, ninety-five educational program evaluators participated in a "Forum on the Relationship between A-127 Programs and Collective Bargaining," sponsored by the A-127 Task Force of the Office of the Los Angeles County Superintendent of Schools. At the forum, the participating program evaluators were challenged with the general question, "What do you think will be the relationship between the new collective bargaining law (SB160) and the operation and evaluation of A-127 (State or federally funded) education programs?"

Working in small groups based on school district size, forum participants accomplished the following:

1. They estimated the amounts and kinds of impact fourteen "Postulated Teachers' Union Requests" would have on the operation and evaluation of A-127 programs. The estimates were tabulated and compiled as "Potential Impact Analyses." (The fourteen "Postulated Requests" were taken verbatim from the California Teachers Association Sample Agreement Document.)

2. They produced, through brainstorming sessions, a list of "Ways Program Evaluators Could Positively Impact Negotiations" and a list of "Points to Consider in Preparing for Collective Bargaining."

As part of this presentation to CERA, the Potential Impact Analyses and the two lists were distributed and briefly highlighted. The material presented in this paper (forum format, brainstorming approaches, impact questionnaire) is expected to have broad application. As other county offices, district offices, and selected colleges and universities begin providing collective bargaining inservice experiences for their staffs, they will be able to adapt the Los Angeles County Inservice-On-Collective-Bargaining model presented here to their own uses. With either no change or just a slight amount of change in the procedures and materials used in the forum and presented in this paper, these other educational agencies could conduct their own collective bargaining forums.

Before these models are presented, however, an examination of events and circumstances which created the need for a forum on program operation and evaluation and collective bargaining is required. Following this background information, the paper moves to a discussion of the A-127 Task Force, then into the description of the forum. Extensive bibliographies on both program evaluation and audit and collective bargaining in education complete the presentation.

Interpretation of relationship of evaluation services, A-127 Task Force, and the forum:

Three evaluation services were developed by Los Angeles County staff and offered to all K-14 LEA personnel in Los Angeles County. Persons involved in these services (both providing and receiving them) began to see a relationship of some kind developing between program operation and evaluation and collective bargaining. Collective bargaining would have some effect on program operation and evaluation and these persons were concerned about that effect--would it be great, small, positive, negative?

The A-127 Task Force was set up a short time after the evaluation services were implemented. This Task Force was concerned with, among other things, discovering what inservice programs were most needed by school administrators and staffs. The Task Force discovered the concern about collective bargaining's effect on program operation/evaluation and concluded that it was a high priority item for an inservice program.

So--1) you had people involved in program operation/evaluation becoming concerned about collective bargaining's effect; 2) the Task Force discovering this concern; and 3) the Task Force setting up an inservice program (the forum) to deal with it.

The paper is a short history of the evolution of the concern and the development of an inservice model which helped answer questions about that concern for the participants here and can be used by other agencies for the same purpose.

ACKNOWLEDGEMENTS

Those at the Office of the Los Angeles County Superintendent of Schools who were instrumental in the development of the evaluation services which comprise half of the relationship discussed in this paper are:

Dr. Richard M. Clowes, Superintendent
Dr. E. Maylon Drake, Assistant Superintendent for Educational Programs and Services
Dr. Gordon E. Footman, Director, Division of Program Evaluation, Research, and Pupil Services
Dr. Warren B. Newman, Assistant Director, Division of Program Evaluation, Research, and Pupil Services

Those who participated in the planning, implementation and presentation of the A-127 Task Force forum on the relationship between collective bargaining and program evaluation, that is the forum which provided the model for inservicing staff in collective bargaining presented in this paper are:

(a) Members of the A-127 Task Force (Office of the Los Angeles County Superintendent of Schools)

Mrs. Ida de Laveaux-Cate, Division of Compensatory and Intergroup Relations
Dr. Donald Kester, Division of Program Evaluation, Research, and Pupil Services (A-127 Forum Program Chairman)
Mrs. Barbara Marino, Division of Compensatory and Intergroup Relations
Mr. Marvin Matthews, Division of Curriculum and Instruction
Dr. Dale Russell, Division of Program Evaluation, Research, and Pupil Services
Dr. Robert Soltys, Division of Curriculum and Instruction
Dr. Warren Newman, Assistant Director, Division of Program Evaluation, Research, and Pupil Services (Chairman--Task Force)

(b) The two presenters:

Dr. Robert Babcock, Director of the School Employers' Association, Office of the Los Angeles County Superintendent of Schools
Mr. Ronald Salo, Coordinator for Educational Support Services, East Whittier City School District

The members of the Los Angeles County Board of Education who supported the efforts of evaluation services developers, A-127 Task Force members, forum organizers, and the authors of this paper, are:

Mr. Vincent H. Simpson, President
Mr. Robert M. Bock, Vice President
Dr. Daniel L. Towler, Member
Dr. Lawrence Kaplan, Member
Mrs. Lucille M. Fields, Member
Dr. Earl V. Pullias, Member
Mrs. Kathryn Vanderhook, Member

WHAT WILL BE THE IMPACT OF COLLECTIVE BARGAINING ON THE EVALUATION OF CALIFORNIA STATE OR FEDERALLY FUNDED PROGRAMS?

Office of the Los Angeles County Superintendent of Schools

In California, education is legally a function of the State since the State establishes general educational requirements and provides a basic level of financial support. Of course, the immediate responsibility for managing the schools rests with each local school district. Between the local school district and the State is the Office of the Los Angeles County Superintendent of Schools, which provides the intermediate level of educational service.

Within the more than 4,000 square mile service area in Los Angeles County, activities reach out to almost 2,000,000 children, young people, and adults in the 95 constituent school districts. These include 33 elementary school districts, 42 unified school districts, 7 high school districts, and 13 community college districts.[1]

The functions of the County Office are organized into five major areas, one of which is Educational Programs and Services.[2] Within this area is the Division of Program Evaluation, Research, and Pupil Services (PERPS).[3] It was in this area and Division that three evaluation services were developed to assist educational program managers and evaluators in school districts and community colleges.[4] From the experiences of both those providing and those receiving the services grew an awareness of the need to learn more about the relationship between program operation/evaluation and collective bargaining. The A-127 Task Force, created in part to provide feedback on high priorities for inservice programs, also became aware of this need, and suggested an inservice program using the forum approach to gather information, opinions, and suggestions on the matter.

[1]Please see Appendix 1 for a list of services provided by the Office of the Los Angeles County Superintendent of Schools

[2]Dr. E. Maylon Drake is Assistant Superintendent of Educational Programs and Services

[3]Dr. Gordon E. Footman is the Director, Dr. Warren B. Newman is the Assistant Director of the Division of Program Evaluation, Research, and Pupil Services

[4]With the support of Dr. Richard Clowes, Superintendent of Los Angeles County Schools, Dr. Drake, Dr. Footman, and Dr. Newman put together the plan for creating and implementing the three evaluation services.

The Division of Program Evaluation, Research, and Pupil Services

The three evaluation services that were developed are:

1. Educational Program Evaluation Planning Assistance

   Local educational agencies may request and receive Educational Program Evaluation Assistance. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a county consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes needs assessment, development of performance objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

2. Educational Program Audit Assistance

   Local educational agencies may elect to have an Educational Program Audit. The Educational Program Audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

3. Research and Evaluation Assistance

   An evaluator at a local educational agency may elect to receive Research and Evaluation Assistance in the area of research and technical support including statistical data analysis, data synthesis, and evaluation report writing and interpretation.

Naturally, as more and more educational program managers and evaluators in school districts and community colleges began to request and receive the new evaluation services a greater level of sensitivity to the factors that influence program evaluation also developed among Los Angeles County consultants and local school and college personnel.

The County Task Force on Consolidated A-127 Programs

In the spring of 1975 Dr. Drake, Assistant Superintendent of Educational Programs and Services, appointed consultants to the A-127 Task Force. Dr. Warren Newman would chair the Task Force; other members were to be chosen from three different divisions: two from the Division of Compensatory and Intergroup Relations, two from the Division of Curriculum and Instruction, and two from the Division of Program Evaluation, Research, and Pupil Services.[5]

[5] Members of the A-127 Task Force are listed in the acknowledgements section.

In addition to other functions, the Task Force was to:

1. Provide specialized and limited assistance on consolidated programs including the A-127 D (District Application Form), A-127 ES (Elementary School Application Form), A-127 SEC (Secondary School Application Form), E-127 P (Product Evaluation Form), and MAR (Monitor and Review Programs) to districts and County Office staff.

2. Serve as a feedback mechanism in identifying high priority needs among district personnel from which inservice programs may be provided by various Divisions.

3. Work cooperatively with and provide feedback to State personnel assigned to Los Angeles County and make appropriate recommendations for enhancing the State Department delivery system.

4. Collect, disseminate, and if appropriate, develop materials related to the forms and processes noted in #1 for district use.

5. Serve as an advocate to district personnel for the development of professionally sound and legal comprehensive program planning, implementation, and evaluation practices.

Of course, it was the second function--to provide feedback on high priority needs for inservice programs--that the Task Force performed when it identified the emerging relationship between program evaluation and the recently legalized (by State law) collective bargaining process.

The Forum is Organized, Held, and Interesting Results are Obtained:

During the Forum, the first item on the agenda[6] was an anecdotal report on the impact of "teacher negotiation" efforts on the management and evaluation of the Criterion Referenced Management (CRM) Program in the East Whittier Ctiy School District. This interaction had preceded the date when the Collective Bargaining Law was to be in full effect, but it was so close in time to that date that much of the language in the teachers' requests was the same as that in the Collective Bargaining Bill (SB160). For example, in connection with the CRM Program, teachers were expected to use district developed criterion tests at certain intervals and do some additional work related to the CRM Program. The teachers were expected to do the added work since it was viewed necessary to the program itself which, after all, was developed with teacher input. The teacher group on the other hand, took the position that "wages, hours, and working conditions" could be debated. The group argued that the additional CRM work represented a change in "working contitions." This was exactly the same language that had been used in the Collective Bargaining Bill.

[6]The full agenda is shown as Appendix.2

After the CRM report, the participating program evaluators received their three assignments. These assignments were as follows:

1. In a small group to complete the "Potential Impact Analysis" Questionnaire. Participants were asked to estimate the amount and kind of impact on a program that they thought would result if the five or so particular Teachers' Union requests they were focusing on were granted.

2. In the same small group to brainstorm on ways A-127 Program Directors and Evaluators could positively influence negotiations, and

3. In the same small group[7] to brainstorm any other "Points to Consider in Preparing for Collective Bargaining."

After the small group "estimating and brainstorming" sessions were over, participants heard a presentation on "Planning to Meet the Requirement of the Employee's Right to Consult with the Board" during which time the tallying for the Potential Impact Analysis was done as well as the construction of the two lists of "brainstormed" ideas. Next, these results were briefly displayed and highlighted for the participants by way of an overhead projector. Finally, the results were typed and mailed to each of the 95 program evaluators who had participated in the Forum.

The results of the Forum activities are shown on the following pages in table form: Table 1--Potential Impact Analysis, Table 2--Possible Ways Program Evaluators Could Impact Negotiations, and Table 3--Points for Consideration in Preparing for Collective Bargaining.

The tables were derived as follows:

Table 1: Potential Impact Analysis

This table contains a tabulation of the total number of forum participants who voted for each of the various response categories as they estimated the impact of the "Postulated Teachers' Union Requests." On item No. 1, for example, no one voted for "No Impact," one voted for "Some Impact," and seventeen voted for "A Lot of Impact." Under the two major column headings, "Is the Request a Negotiable Item?" and "Is the Request a Consultative Item?" the reader will find checks provided by Dr. John Moore. As the Coordinator of Staff Development for the Office of the Los Angeles County Superintendent of Schools, Dr. Moore has been responsible for in-servicing all of this Office's certificated and classified personnel on SB-160. Dr. Moore pointed out that while these checks represent the best, most reasonable estimate of the "answers" for each of the fourteen items, the fact remains that identification of the "answers" will take place at the negotiating table or in the legal arena.

[7]The districts represented in the small groups are shown in Appendix 3

Table 2: Ways Program Evaluators Could Impact Negotiations

This table lists the "ways" that were generated through brainstorming sessions before and during the forum.

Table 3: Points for Consideration in Preparing for Collective Bargaining

This table lists those points that were generated with the hope that they might also prove helpful as we consider what the future may hold for program evaluation and management.

TABLE 1

POTENTIAL IMPACT ANALYSIS

POSSIBLE COLLECTIVE BARGAINING IMPACT ON CATEGORICALLY FUNDED (A127) PROGRAMS

Postulated Teacher's Union Request	Estimated Impact on the Program							Is the Request a Negotiable Item?		Is the Request a Consultative Item?		
	Amount of Impact			Kind of Impact						Yes		No
				Negative		Positive						
	No Impact	Some Impact	A lot of Impact	Very Negative	Slightly Negative	Slightly Positive	Very Positive	Yes	No	By Law	Good Practice	
1. "The length of the teacher work day, including preparation time, lunch, relief periods and time required before and after school shall not exceed ____ hours provided, however, that the Board may require building-based teachers to attend one sixty (60) minute faculty meeting every seven weeks, for which such teachers will be compensated at their regular hourly rates of pay." *, p: 19	0	1	17	14	3	0	1	X				X
2. "No teacher shall be required to report for duty more than fifteen (15) minutes before the beginning of the students' regular school day or to remain on duty after the close of the students' school day, except to attend the faculty meetings referred to in paragraph 1 above." *, p. 19	0	0	18	9	9	0	0	X				X
3. "Every teacher shall be paid at one and one-half his regular hourly rate of pay for any hour or fraction of an hour spent on non-teaching duties during the school day." *, p. 21	0	0	18	18	0	0	0	X				X
4. "Extracurricular duties shall be voluntary and paid at the rates specified in Appendix 1." *, p. 21	0	1	8	9	0	0	0	X				X
5. "The Board shall not assign an instructional aide or a volunteer aide to a teacher without such teacher's consent." *, p. 38	0	5	4	5	4	0	0					X
6. "A supervising teacher shall not be required to perform additional assignments when he is supervising an instructional aide or volunteer aide." *, p. 38	0	0	9	8	1	0	0					X

*CTA-SA (California Teachers Association-Sample Agreement Document) direct quote

TABLE I

POTENTIAL IMPACT ANALYSIS

POSSIBLE COLLECTIVE BARGAINING IMPACT ON CATEGORICALLY FUNDED (A127) PROGRAMS

Postulated Teacher's Union Request	Estimated Impact on the Program							Is the Request a Negotiable Item?		Is the Request a Consultative Item?		
	Amount of Impact			Kind of Impact						Yes		No
				Negative		Positive						
	No Impact	Some Impact	A lot of Impact	Very Negative	Slightly Negative	Slightly Positive	Very Positive	Yes	No	By Law	Good Practice	
1. "The length of the teacher work day, including preparation time, lunch, relief periods and time required before and after school shall not exceed ____ hours; provided, however, that the Board may require building-based teachers to attend one sixty (60) minute faculty meeting every seven weeks, for which such teachers will be compensated at their regular hourly rates of pay." *, p. 19	0	1	17	14	3	0	1	X				X
2. "No teacher shall be required to report for duty more than fifteen (15) minutes before the beginning of the students' regular school day or to remain on duty after the close of the students' school day, except to attend the faculty meetings referred to in paragraph 1 above." *, p. 19	0	0	18	9	9	0	0	X				X
3. "Every teacher shall be paid at one and one-half his regular hourly rate of pay for any hour or fraction of an hour spent on non-teaching duties during the school day." *, p. 21	0	0	18	18	0	0	0	X				X
4. "Extracurricular duties shall be voluntary and paid at the rates specified in Appendix 1." *, p. 21	0	1	8	9	0	0	0	X				X
5. "The Board shall not assign an instructional aide or a volunteer aide to a teacher without such teacher's consent." *, p. 38	0	5	4	5	4	0	0					X
6. "A supervising teacher shall not be required to perform additional assignments when he is supervising an instructional aide or volunteer aide." *, p. 38	0	0	9	8	1	0	0					X

*CTA-SA (California Teachers Association-Sample Agreement Document) direct quote

TABLE I (CONT.)

POTENTIAL IMPACT ANALYSIS

POSSIBLE COLLECTIVE BARGAINING IMPACT ON CATEGORICALLY FUNDED (AI27) PROGRAMS

Postulated Teacher's Union Request	Estimated Impact on the Program: Amount of Impact			Kind of Impact: Negative		Positive		Is the Request a Negotiable Item?		Is the Request a Consultative Item? Yes		No
	No Impact	Some Impact	A lot of Impact	Very Negative	Slightly Negative	Slightly Positive	Very Positive	Yes	No	By Law	Good Practice	
7. "There shall be created a Teacher Council on Instruction and Curriculum Development (Council)... * The purposes and functions of the Council shall be as follows:												
a. To engage in planning the continuous improvement of curriculum and instruction	0	6	11	1	6	4	4		X	*See Note		
(1) To evaluate programs now in operation;	0	4	20	0	0	4	5		X		X	
(2) To identify problems relating to curriculum development and instruction;	0	15	0	2	6	12	2		X		X	
(3) To stimulate and conduct studies and research;	2	5	5	5	3	2	1		X	X		
(4) To assist in finding consultant help when needed.	1	5	7	3	4	2	1		X		X	
b. To serve as a representative group for preliminary screening of projects or proposals of individuals or teacher groups, and to seek general teacher support for accepted proposals or projects.	1	7	8	7	4	2	0		X		X	
c. To assist in planning in-service training programs such as workshops, demonstrations, and visitations.	0	10	6	3	3	7	1		X		X	

*NOTE: Although the use of a teacher council could be an operating form for consultative items, it is not recommended as it could open a district up to expansion of consultation items as well as negotiable items with an exclusive representative. Administrators must be aware that consultation is with an exclusive representative (union), not teachers at large or in general. Thus, it is safe to assume that union organizational issues and political pressures will probably be applied through the council rather than curriculum planning concepts. It is because of this that the process for consultation on items under SB-160 should be separated from general planning assistance by teachers. A temporary task force approach would probably be a better form of organization. (Dr. John Moore)

TABLE I (CONT.)

POTENTIAL IMPACT ANALYSIS

POSSIBLE COLLECTIVE BARGAINING IMPACT ON CATEGORICALLY FUNDED (A127) PROGRAMS

Postulated Teacher's Union Request	Estimated Impact on the Program: Amount of Impact			Kind of Impact: Negative		Positive		Is the Request a Negotiable Item?		Is the Request a Consultative Item?		
										Yes		No
	No Impact	Some Impact	A lot of Impact	Very Negative	Slightly Negative	Slightly Positive	Very Positive	Yes	No	By Law	Good Practice	
d. To study and make recommendations on all changes in the curriculum or instruction before such changes are adopted...	0	3	14	3	6	2	1		X	X		
Any teacher selected to participate in the Council shall be afforded sufficient released time from his regular duties to do so." *, pp. 44 and 45	1	2	23	8	8	3	2	X			X	
8. "In no event shall class size exceed the following maximums except in traditional large group instruction or experimental classes where the Association has agreed in writing to exceed these maximums.	1	2	12	8	5	3	0	X				
Elementary — Maximum												
Kindergarten ____												
First-Second Grade ____												
Third-Sixth Grade ____												
Secondary — Maximum												
English)												
Social Studies)												
General Education)												
Mathematics)" *, p. 29												

*CTA-SA (California Teachers Association-Sample Document) direct quote

TABLE I (CONT.)

POTENTIAL IMPACT ANALYSIS

POSSIBLE COLLECTIVE BARGAINING IMPACT ON CATEGORICALLY FUNDED (AI27) PROGRAMS

Postulated Teacher's Union Request	Estimated Impact on the Program							Is the Request a Negotiable Item?		Is the Request a Consultative Item?		
	Amount of Impact			Kind of Impact						Yes		No
				Negative		Positive						
	No Impact	Some Impact	A lot of Impact	Very Negative	Slightly Negative	Slightly Positive	Very Positive	Yes	No	By Law	Good Practice	
9. "Junior and senior high school teachers shall have _____ hours or _____ unassigned periods per week set aside exclusively for preparation and planning." *, p. 19	0	2	15	6	6	2	2	X				
10. "Elementary school teachers shall have _____ hours or _____ unassigned periods per week set aside exclusively for preparation and planning." *, p. 19	1	7	9	8	4	3	8	X				
11. "Teachers shall not be required to participate in the evaluation and/or observation of other teachers, nor shall they be required to assess their own classroom performance." *, p. 37	0	5	12	16	0	0	0	X				
12. "No teacher shall be held accountable for any aspect of the educational program over which he has no authority or ability to correct deficiencies." *, p. 37	1	2	14	17	0	0	0					X
13. "The evaluator and the teacher shall agree on the elements upon which the evaluation is to be based. These elements shall be constrained by anomalies such as class size, intellectual abilities of the learners, availability of support personnel, the learning environment provided, and other pertinent factors." *, p. 36	1	8	32	21	21	0	4	X				
14. "...The exclusive representative of certificated personnel has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum..." (This is a direct quote but it does not come from the CTA-Sample Agreement Document. Can you find from which document this is a direct quote? Hint: try p. 15)	0	11	32	2	6	20	12			X		

*CTA-SA (California Teachers Association-Sample Document) direct quote

TABLE 2

POSSIBLE WAYS PROGRAM EVALUATORS COULD IMPACT NEGOTIATIONS

1. They could officially be part of the Board's representation at the negotiating table; i.e., they could officially have a "seat" there.

2. They could run "impact studies" to see what impact on programs might result if certain teacher requests were granted.

3. If actual negotiations are conducted during only 3 or 4 months of the year, there would be a need for the program evaluators to at least have access to those who would be participating in up-coming negotiations. This would be especially true if program evaluators observed detrimental situations during the year that were seen to result from negotiated agreements.

4. They could public opinion poll the parents and other groups in order to gain data that portray the merit and fault of employee union requests as perceived by well-defined groups.

5. Have public information office and/or unfair labor practices office.

6. Look at each item being negotiated in light of involvement with special projects.

7. Have data available for use by management team of impact on A-127 of proposals by the union.

8. Develop informal feedback from teachers and parents in A-127 schools regarding needs for decision-making flexibility in curriculum.

9. Feed ideas to building representatives. Maintain communication with teachers at the grass roots level. Activate public information officer for two-way communication.

10. Keep one or two central office personnel (curriculum, inservice, ...) outside the collective bargaining arena.

11. Program evaluators need data to present to the team.

12. Have an intimate knowledge of A-127-D and all school plans along with good rapport with staff. Interpret school plans for negotiations committee and superintendent.

13. Communicate with principals and other management responsible for implementing project.

14. Have good knowledge of all Federal and State laws.

15. Clear job descriptions are needed for principals and program directors.

TABLE 2 (CONT.)

16. Conflicts are possible between State mandates and negotiated contracts.

17. Build a reasonable time frame (project planning and negotiations conflict in time).

18. Points of view made in curriculum areas may be best for teachers but not necessarily best for children.

19. Develop informal feedback from teachers and parents in A-127 schools regarding needs for decision making flexibility in curriculum.

20. Be able to walk on water!

TABLE 3

Points for Consideration in Preparing for Collective Bargaining

Consider items in relation to:

1. State code/law already regulating schools (not SB-160), plus all state and federal regulations and guidelines affecting funded programs.

2. Be sure that you are interpreting (comprehending) the item in the same way as those submitting the item.

3. Effects of each proposal submitted by one employee unit on members of another employee unit if accepted (e.g., classroom teacher vs. aide).

CONCLUSIONS

In terms of the potential amount of impact, a majority of the small group participants estimated that 17 of the 22 separate "Postulated Teachers' Union Request" items would, if granted, have "a lot of impact" on program management and evaluation.

In terms of the potential kind of impact, a majority of the small group participants estimated that 18 of the 22 separate "Postulated Teachers' Union Request" items would, if granted, have a negative impact ("very negative," or "slightly negative") on program management and evaluation.

Since the forum was held for the expressed purpose of holding an open discussion in which all sides of the question of the relationship between Collective Bargaining and Program Evaluation could be voiced and debated, it seems at first striking that the results of the "Potential Impact Analysis" should be so negative. Perhaps the results, at least in part, reflect the natural human tendency to be cautious in anticipation of something as new and as potentially far reaching as collective bargaining seems now for California educators.

Whether the new collective bargaining process will be a positive or negative variable influencing program evaluation is yet to be determined. At this writing, which is six months after the forum, the law has been fully effective for only four months. In any case, the Forum is now considered a success since it generated some thinking about an important emerging force in California education.

This success rating is evidenced by the fact that forum participants rated the forum helpful as shown by the evaluation results in Table 4 below.[7]

The following directions were part of the request for evaluation data from the participants.

> "What are some of the possible future relationships that may exist between A-127 program operation and collective bargaining? This forum was held to provide for some open-ended questioning and discussion on this challenging subject. Your evaluation of the four forum topics would be very helpful.
>
> "Please check the degree to which the topics discussed today were helpful in making you aware of the potential relations noted above."

[7]The Evaluation Sheet for the Forum is shown in Appendix 4

TABLE 4

Tallies of Evaluative Responses From Participants at the Forum

Topics Presented at the Forum	Tally of Respondents Answering That the Topics Were Helpful					
	Not Helpful At All		Somewhat Helpful		Was Very Helpful	
	N	%	N	%	N	%
East Whittier City School Teachers and the Criterion-Referenced: A Case Study in the Impact of Teacher Requests and Program Operation	3	8%	21	57%	13	35%
Potential Impact Analysis - Estimating the Impact of Collective Bargaining on Consolidated (A-127) Programs	0	0%	25	61%	16	39%
Listing Ways A-127 Program Directors and Evaluators Could Positively Influence Negotiations	4	10%	22	55%	14	35%
Planning to Meet the Requirement of the Employee's "Right to Consult" with the Board	0	0%	13	32%	27	68%

APPENDIX 1

Services Offered to School Districts By The Los Angeles County Schools Office

If you are interested in any of the services listed, please contact your district administrators. Unless otherwise noted(*), all services listed are offered free-of-charge to school districts in Los Angeles County by the Office of the Los Angeles County Superintendent of Schools, 9300 E. Imperial Hwy., Downey, Ca 90242.

• ADMINISTRATIVE SERVICES — ATTENDANCE AND WELFARE

____ Admissions and Placement
____ Attendance Accounting Procedures
____ Attendance Problems
____ Central Juvenile Index
____ Child Abuse
____ Child Custody Problems
____ Compulsory Attendance
____ Continuation Education
____ Crossing Guards (County)
____ Delinquency and Crime
____ Drugs and Narcotics Severance Reports
____ Expulsion/Interdistrict Attendance Appeals
____ Interdistrict Attendance
____ Interviewing and Removal from School
____ In-service Programs
____ Juvenile Justice System
____ Noncitizen Nonimmigrant and Institutionalized Pupils
____ Private Schools
____ Public and Private Agency Liaison
____ School Meals
____ School Records
____ School Attendance Reivew Boards
____ Severance of Attendance
____ Work Permits/Child Labor Laws

• BUSINESS ADVISORY SERVICES

____ Annual Financial Statistics
____ Areawide Aid
____ Assessed Valuations
____ Attendance Accounting
____ Budget Advisory Services
____ Budget Approval
____ Budget Increases and Transfers
____ Budget Publication
____ Budget Revenue Limit
____ Building Plans Approval
____ Certificated Salary Reports
____ Certificated-Classified Employee Ratio Report
____ Children's Center Reports
____ Children in Institutions Report
____ Community College Tuition Claims
____ County Counsel Opinion Index
____ County School Building Aid Claims
____ Development Center Reports
____ Driver Training Claims
____ Emergency Attendance Adjustments
____ Emergency Repair Resolutions
____ Enrollment Reports
____ Coalition, ESEA Title 1, S.B. 90
____ Compensatory Education
____ Conflict, Resolution/Intervention
____ Consolidated Applications
____ Desegregation of Schools
____ Disadvantaged, Education of
____ Drop-Out Prevention*
____ Employment, Youth
____ Equal Opportunity in the Classroom Project*
____ Funding Sources and Project Development
____ Head Start/State Preschool*
____ Intergroup Relations
____ Mexican American History, Culture, and Current Problems
____ Minorities and Science Careers Project
____ Neighborhood Youth Corps*
____ Parent Advisory Committees
____ Parent Involvement
____ Youth Centers

• CURRICULUM AND INSTRUCTIONAL SERVICES

____ Adult Education
____ Art Education
____ Bicultural-bilingual Education
____ Business Education
____ Career Education
____ Community College TV Consortium*
____ Community Involvement - Goal Setting
____ Computer Assisted Instruction*
____ Consumer Education
____ Continuing Education
____ Curriculum Development
____ Direct Services to Small Districts
____ Driver Education
____ Drug Abuse Education
____ Early Childhood Education
____ Educational Planning
____ English
____ Environmental Education
____ Evaluation, Personnel - Stull Act
____ Foreign Languages
____ Health Education
____ Home Economics
____ Individualized Instruction*
____ Industrial Arts
____ Language Arts
____ Management Training
____ Marine Science*
____ Mathematics
____ Minicourse
____ Music
____ Needs Assessment

*Contract Service

APPENDIX 1 (Cont.)

___ Gasoline Contracts
___ Indirect Cost Rates
___ Junior High Tuition Payments
___ Monitoring School District Financial Conditions
___ Non-Citizen Reimbursement Claim
___ Non-Immigrant Reimbursement Claim
___ Public Law 874
___ Pupil-Teacher Ratios
___ Pupil Transportation Contracts
___ Pupil Transportation Reimbursement
___ Racial and Ethnic Survey
___ Redevelopment Agency Increments
___ School District Calendars
___ School District Management Assistance Studies
___ School District Tax Rates
___ Special Education Allowances
___ State Principal Apportionments
___ Teacher Salary Limitations
___ Unemployment Insurance
___ Workmen's Compensation Insurance

● **COMPENSATORY & INTERGROUP PROGRAMS**

___ Affirmative Action
___ ALL-WIN USA*
___ Black History, Culture, and Current Problems
___ Calif. Ethnic Heritage Program*
___ Civil Rights Legislation

● **PROGRAM EVALUATION, RESEARCH, & PUPIL SERVICES**

___ AFDC (Aid to Families with Dedpendent Children) Data Compilation*
___ Analysis of Educational Research & Evaluation
___ Applications of Behavior Modification
___ Child Development Consultation
___ Contingency Management
___ Drug Abuse Consultation
___ Early Childhood Education Consultation
___ Educational and Career Counseling Consultation
___ Educational Measurement and Assessment Consultation
___ Educational Program Audits
___ Educational Program Evaluation
___ Educational Research
___ Elementary and Secondary Counseling Consultation
___ Group Process Training
___ In-service Programs for Pupil Personnel Staffs
___ LANCERS Information Retrieval System Service
___ Leadership Training and Seminars
___ Mental Health Consultation
___ Programs for Gifted Consultation
___ Research and Evaluation Design
___ Research and Pupil Personnel Services NEWSLETTER
___ School Psychological Services Consultation
___ State Mandated Test Program, Information & Consultation
___ Statistical Analysis
___ Test Bank
___ Nutrition Education
___ Outdoor Education*
___ Physical Education
___ Playground Planning*
___ Preschool Education
___ Reading
___ Regional Occupational Programs
___ Safety Education
___ Science
___ Scientific Collection Permits
___ Social Sciences
___ Teaching Strategies
___ Venereal Disease
___ Vital Information for Education and Work (VIEW)
___ Vocational Education, Planning, Area IX
___ Work Experience Education
___ Year Round Schools

● **DATA PROCESSING SERVICES**

Student Record Accounting*
___ Computer Scheduling
___ Walk-Around Scheduling
___ Attendance Reporting
___ Teacher Class Rosters
___ Grade Reporting
___ Standardized Test Scoring and Reporting

Program Budgeting and Accounting*
___ Daily Financial Transaction Reports
___ Weekly Financial Transaction Reports
___ Monthly Program, Object and Location Reports

Warehouse Inventory Control System*
___ Daily Activity Reports
___ Warehouse Stock Catalog
___ Stock Status Reports
___ Historical Transaction Reports

Financial Appropriation Reporting
___ Daily Activity Reports
___ Monthly Object Detail and Appropriation Contro
___ Monthly Object Summary
___ Monthly Detail Transaction Reports

Classified and Certificated Payroll
___ Employee Status Reports
___ Time Reports
___ Salary Warrants (Regular and Supplemental)
___ Payroll Adjustment Orders
___ PERS and STRS Retirement Reports
___ Labor Distribution
___ Employee Deduction Reports
___ Quarterly OASDI Reports
___ Quarterly Earnings Reports
___ Annual Employee Earnings Statements (W-2)

● **EDUCATIONAL MEDIA SERVICES**

___ Audio-Visual Workshops
___ Cable Television
___ Closed Circuit Television
___ Consultation
___ Film Evaluation and Selection
___ Film Library*
___ In-Service
___ Media Centers
___ Radio/Audio*
___ School Library Media Center Workshop
___ Tape Duplication*

*Contract Service

APPENDIX 1 (Cont.)

- **GOVERNMENTAL RELATIONS**
  - ___ "Annual Digest of New State Laws Relating to Education"
  - ___ Bill Drafting Assistance
  - ___ Legislative Digest of State Educational Measures Introduced, Enacted, Vetoed, Killed
  - ___ Legislative Liaison Activities Relating to Federal Legislation, Professional Organizations, State Dept. of Ed., and L.A. County Counsel
  - ___ Legislative Programming
  - ___ Legislative Resource File
  - ___ Select Advocate Activities Relating to State and Federal Legislation
  - ___ State Bill File
- **INFORMATION SUPPORT SERVICES**
  - ___ EDUCATION UPDATE
  - ___ Emergency Notification System
  - ___ In-Service Training for Organizing & Improving District Level Educational Information Services
  - ___ Newsletters, Brochures, Reports
  - ___ Potential and Actual Work Stoppages (communications needs of)
  - ___ Regional News Conferences
  - ___ Salary Proposals, Settlements Countywide
  - ___ Salary Package Exchange
  - ___ Sample Publications Files
  - ___ School Public Relations for District Workshops Administrative, Certificated and Classified Staffs
- **INSTRUCTIONAL TELEVISION**
  - ___ Advisory Committee (RETAC)*
  - ___ Counseling regarding Community College Television*
  - ___ In-Service*
  - ___ Local Production
  - ___ Program Selection and Evaluation
  - ___ Reading Development Project
- **INTERNAL BUSINESS MANAGEMENT**
  - ___ Purchasing Standard School Supplies and Equipment
- **PERSONNEL SERVICES**
  - ___ Employee-Employer Relations
  - ___ Personnel Management and Records
  - ___ Staff Utilization and Development
  - ___ Superintendency Vacancy Recruitment and Screening (Nominal Charge)*
  - ___ Teacher Recruitment and Referral

*Contract Service

A Public Information Office Publication
October, 1974

- **SCHOOL FINANCIAL SERVICES**
  - ___ Accounting-Controls & Advisory Services
  - ___ Annual Reports
  - ___ Auditing
  - ___ Bonding Requirements
  - ___ Budget/Expenditure Control
  - ___ Business Records
  - ___ Cash Loans to School Districts
  - ___ Code Interpretation
  - ___ Commercial Claims-Payment
  - ___ Contractor-Subcontractor-Claims/Suits
  - ___ Contracts-Architectural-Construction
  - ___ Credentials-Teacher Permits
  - ___ Financial Reporting Systems*
  - ___ Inventory System*
  - ___ Judgments Filed Against Vendors
  - ___ Land Purchases-Condemnation Proceedings
  - ___ Legal Aspects of Withhold Notices
  - ___ Legal Briefs-Contract Status-Court Cases
  - ___ Liens-Levies
  - ___ Payroll System
  - ___ Program Budgeting and Accounting System*
  - ___ Retirement Systems/Reporting
  - ___ Social Security Coverage
  - ___ Tuition Payments
  - ___ Wage Garnishments
  - ___ Warrant Issuance
- **SPECIAL EDUCATION SERVICES**
  - ___ Classes to serve children and youth in the areas of physically handicapped, mentally retarded, educationally handicapped, and developmental centers, as authorized by the Education Code.
  - ___ Consultant and advisory services to districts operating programs for the physically handicapped, mentally retarded, educationally handicapped, and developmental centers.
  - ___ Review and processing application for private school funding for the education of handicapped children and youth.
- **SPECIAL SCHOOLS**
  - ___ Conducts institutional school programs for delinquent, neglected, and dependent wards of the court.
  - ___ Conducts community based school programs for non-detained probationary juveniles.
- **SPECIAL SERVICES**
  - ___ Boundary Changes Between School Districts
  - ___ Civil Defense Plans
  - ___ County Committee on School District Organization
  - ___ Governing Boards
  - ___ School District Elections
  - ___ School District Organization

*Contract Service

APPENDIX 2

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
Division of Program Evaluation, Research, and Pupil Services

FORUM ON THE RELATIONSHIP BETWEEN A-127
PROGRAMS AND COLLECTIVE BARGAINING

"Organizing for Positive Impact on Collective Bargaining Negotiations"

April 6, 1976
1:00 p.m. - 3:30 p.m.
Board Room
Los Angeles County Education Center

AGENDA

Time	Topic	Presenter
1:00 p.m. - 1:15 p.m.	Opening Remarks	Dr. Warren Newman
1:15 p.m. - 1:30 p.m.	East Whittier City School Teachers and the Criterion Referenced Program: A Case Study in the Impact of Teacher Requests and Program Operation	Mr. Ron Salo
1:30 p.m. - 1:35 p.m.	Charge: The How and Why of Using the Potential Impact Analysis Form	Mr. Matt Matthews
1:35 p.m. - 1:40 p.m.	Charge: The How and Why of Listing the Ways A-127 Program Directors and Evaluators Could Positively Influence Negotiations	Mrs. Ida de Laveaux
1:40 p.m. - 1:45 p.m.	Passing Period: Participants Follow Leaders into Small Group Session Meetings	Dr. Warren Newman
1:45 p.m. - 2:30 p.m.	Small Groups Consider: Potential Impact Analysis-- Estimating the Impact of Collective Bargaining on Consolidated (A-127) Programs	

APPENDIX 2 (Cont.)

Forum on the Relationship Between A-127 Programs and Collective Bargaining--Agenda
Page 2
April 6, 1976

Time	Topic	Presenter
2:30 p.m. - 2:45 p.m.	Small Groups Consider: Ways A-127 Program Directors and Evaluators Could Positively Influence Negotiations	
2:45 p.m. - 2:50 p.m.	Passing Period: Participants Reconvene as a Large Group in the Board Room	
2:50 p.m. - 3:15 p.m.	Planning to Meet the Requirement of the Employee's "Right to Consult" with the Board	Dr. Robert Babcock
3:15 p.m. - 3:20 p.m.	Overview: How Participants Estimated the Impact of Collective Bargaining on A-127 Programs (Potential Impact Analysis)	Mr. Matt Matthews
3:20 p.m. - 3:25 p.m.	Overview: Ways Participants Felt Program Directors and Evaluators Could Positively Influence Negotiations	Mrs. Ida de Laveaux
3:25 p.m. - 3:30 p.m.	Closing Remarks	Dr. Gordon Footman

DLK:ms

APPENDIX 3

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
Division of Program Evaluation, Research, and Pupil Services

April 6, 1976

FORUM ON THE RELATIONSHIP BETWEEN A-127
PROGRAMS AND COLLECTIVE BARGAINING

SMALL GROUP ASSIGNMENTS

Group #1

Leaders: Mrs. Barbara Marino
Dr. John Moore

Castaic Union S.D.	Keppel Union S.D.	Rosemead S.D.
Duarte U.S.D.	Los Nietos S.D.	South Whittier S.D.
Garvey S.D.	Newhall S.D.	Valle Lindo S.D.
		El Segundo U.S.D.

Group #2

Leaders: Mrs. Ida de Laveaux
Mrs. Margaret Kennedy

Lawndale S.D.	Manhattan Beach City S.D.	San Gabriel S.D.
Lennox S.D.	Monrovia U.S.D.	Walnut Valley U.S.D.
Lowell Joint S.D.	Mountain View S.D.	Whittier City S.D.

Group #3

Leaders: Dr. Gordon Footman
Mr. Chuck Acosta

Torrance U.S.D.	Los Angeles U.S.D.	Azusa U.S.D.
Rowland U.S.D.	Long Beach U.S.D.	El Rancho U.S.D.
Pasadena U.S.D.	Glendale U.S.D.	

APPENDIX 3 (Cont.)

Forum on the Relationship Between A-127
Programs and Collective Bargaining
Small Group Assignments
Page 2
April 6, 1976

Group #4

Leaders: Dr. Warren Newman
Dr. Robert Soltys

Downey U.S.D.	Palos Verdes Peninsula U.S.D.	So. Bay U.H.S.D.
Compton U.S.D.	Inglewood U.S.D.	Lynwood U.S.D.
Burbank U.S.D.	Hacienda-La Puente U.S.D.	Glendora U.S.D.
Bellflower U.S.D.	Redondo Beach City S.D.	

Group #5

Leaders: Dr. Don Kester
Mrs. June von Moltke

El Monte Union H.S.D.	Centinela Valley Union H.S.D.	Arcadia U.S.D.
El Monte S.D.	Bonita U.S.D.	Alhambra City U.S.D.
Claremont U.S.D.	Bassett U.S.D.	Whittier Union H.S.D.
Culver City U.S.D.	Baldwin Park U.S.D.	ABC U.S.D.

DLK:ms

APPENDIX 4

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
Division of Program Evaluation, Research, and Pupil Services

April 6, 1976

FORUM ON THE RELATIONSHIP BETWEEN A-127
PROGRAMS AND COLLECTIVE BARGAINING

EVALUATION SHEET

What are some of the possible future relationships that may exist between A-127 program operation and collective bargaining? This forum was held to provide for some open-ended questioning and discussion on this challenging subject. Your evaluation of the four forum topics would be very helpful.

Directions: Please check the degree to which the topics discussed today were helpful in making you aware of the potential relations noted above.

Topics Presented at the Forum	Degree to Which The Topics Were Helpful		
	Not Helpful At All	Somewhat Helpful	Very Helpful
East Whittier City School Teachers and the Criterion Referenced Program: A Case Study in the Impact of Teacher Requests and Program Operation			
Potential Impact Analysis - Estimating the Impact of Collective Bargaining on Consolidated (A-127) Programs			
Listing Ways A-127 Program Directors and Evaluators Could Positively Influence Negotiations			
Planning to Meet the Requirement of the Employee's "Right to Consult" with the Board			

Please Note:

The Los Angeles County A-127 Task Force has no plans to pursue the topics discussed today other than to provide the participants with a written summary of the discussions and recommendations. If you believe today's program or some modification of it should be held in the future for certain central office personnel, site personnel, or others please specify.

_____

_____

_____

DLK:ms

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